MGMT2007
Organisational Behaviour
Semester 2, 2014

This course lays the foundation for the understanding of human behaviour in organisations, providing students with a comprehensive exposure to organisational behaviour theories, research and workplace issues illustrated with case studies and examples primarily within an Australian and Asia-Pacific context. Topics include: overview of OB, personnel selection, individual differences, work motivation, work attitudes and values, occupational stress, high performance teams, training, performance appraisal and careers, leadership, organisational design, organisational culture, organisational development and change, and organisational communication and conflict. Given the immediate relevance of topics covered in this course, it is also a useful life-long learning course for improving personal and organisational effectiveness.

<table>
<thead>
<tr>
<th>Mode of Delivery:</th>
<th>On-campus</th>
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<tbody>
<tr>
<td>Prerequisites:</td>
<td>At least 24 units</td>
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<tr>
<td>Incompatible Courses:</td>
<td>BUSN2007 Organisational Behaviour</td>
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<tr>
<td>Course Convenor:</td>
<td>Dr Richard Winter</td>
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<tr>
<td>Phone:</td>
<td>02 6125 4721</td>
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<td>Email:</td>
<td><a href="mailto:richard.winter@anu.edu">richard.winter@anu.edu</a></td>
</tr>
<tr>
<td>Office hours for student consultation:</td>
<td>TBA on Wattle</td>
</tr>
<tr>
<td>Research Interests:</td>
<td>Work values of younger workers; prosocial behaviour of professionals; ethical leadership; psychological contracts; higher education management</td>
</tr>
</tbody>
</table>
Student administrator/s: RSM Student Office (Monday to Friday 9am to 5pm)
Phone: 02 6125 6737 or 02 6125 9839
Email: enquiries.rsm@anu.edu.au
Tutor(s) (optional) Colin Brown; Richard Winter

http://programsandcourses.anu.edu.au

COURSE OVERVIEW

Learning Outcomes
Upon successful completion of the requirements for this course, students will be able to:

LO1. Define, explain and illustrate a range of organisational behaviour theories;

LO2. Analyse the behaviour of individuals and groups in organisations in terms of organisational behaviour theories, models and concepts;

LO3. Apply organisational behaviour concepts, models and theories to real life management situations through case analysis;

LO4. Demonstrate a critical understanding of organisational behaviour theories and current empirical research associated with the topics covered in this course; and,

LO5. Communicate effectively in oral and written forms about organisational behaviour theories and their application using appropriate concepts, logic and rhetorical conventions.

Proposed Assessment (Summary): Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes (optional)</th>
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<tbody>
<tr>
<td>1. Tutorial participation</td>
<td>10%</td>
<td>TBA</td>
<td>LO3, LO5</td>
</tr>
<tr>
<td>2. Mid-semester test (Multiple choice questions and case study)</td>
<td>40%</td>
<td>Week beg 1 Sept</td>
<td>LO1, LO2, LO3, LO4, LO5</td>
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<tr>
<td>3. Final examination (4 from 8 essay questions)</td>
<td>50%</td>
<td>TBA</td>
<td>LO1, LO2, LO4, LO5</td>
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Research-Led Teaching
Special topic lectures will encompass factors that motivate “Generation Y” based on research aimed at expanding the younger worker employment relationship (Winter, RP & Jackson, BA Human Resource Management, 2014; Winter, RP Journal of Business Ethics, 2011). Further understanding of OB theories and current empirical research (e.g., values management, identity formation, combatting bullying) is grounded in previous research (Journal of Higher Education Policy and Management, 2012; Employee Relations 2009; International Employment Relations Review, 2007) and relevant special issues of journals (e.g., Journal of Managerial Psychology, 2013).

Students will also benefit from completing the 51 research-based self-assessments as part of the prescribed text. These behavioural questionnaires are based on well-validated research instruments and will enable students to better understand their personality traits, emotional intelligence, and behavioural skills.

Feedback
Staff Feedback
Students will be given feedback in the following forms in this course:

1. One week after their tutorial facilitation, students will be given individual written comments on “how well prepared they were for the activity”; “how well they worked together”; “how well they engaged the class”, and “how engaging and educational was the overall activity”. Students also receive an overall mark.

2. Mid-semester test results for all enrolled students will be posted on Wattle once the test marks have been computed and tabulated (estimated time 3 weeks).

3. Students receive feedback on their final examination mark when final course results have been released. Examination scripts can be viewed after the release of end of semester grades. Students need to refer to the School’s website (see: http://cbe.anu.edu.au/college.schools-centres/rsm/student-resources/) for dates and times that exam viewings are held.

Student Feedback
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to: http://unistats.anu.edu.au/surveys/selt/students/ and http://unistats.anu.edu.au/surveys/selt/results/learning/
**Policies**
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: [http://policies.anu.edu.au/](http://policies.anu.edu.au/)

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Other key policies include:
- Academic Progress
- Assessment of Student Learning
- Assessment Review and Appeals
- Course Assessment: Consultation and Finalisation
- Student Feedback on Teaching and Learning
- Insert College policies on extensions, late submissions, etc as appropriate

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Session/Week beginning</th>
<th>Summary of Lecture (L), Tutorial (T) and Self-Assessment (SA)</th>
<th>Textbook &amp; Readings</th>
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</table>
| 1 (21 July)            | Course Introduction and Overview  
L1: What is Organisational Behaviour (OB)?  
SA: How Much Do I Know about OB? (online IV.G.1)                                                                           | Ch1                 |
T1: It All Makes Sense? (Activity on Wattle)  
SA: What’s My Attitude Towards Older People? (online IV.C.1)                                                              | Chs 2 & 4           |
| 3 (4 Aug)              | L3: Attitudes, Emotions and Moods  
T2: Case Study “Increasing Age Diversity in the Workplace” (Ch 2)  
SA: How Are You Feeling Right Now? (online IV.D.1)                                                                          | Chs 3 & 5           |
| 4 (11 Aug)             | L4: Perception and Ethical Decision Making  
T3: Experiential Exercise “Five Ethical Decisions: What Would You Do” (Ch 6)  
SA: What Are My Gender Role Perceptions? (online IV.C.2)                                                                     | Ch 6                |
| 5 (18 Aug)             | L5: Special Research Topic 1: Motivating “Generation Y” in Values-Based Organisations  
T4: Case Study “Generation Snap” (Wattle)  
SA: What’s My Job’s Motivating Potential? (online I.C.9)                                                                      | Ch 7, Ch 4 (Generational values) Articles on Wattle |
T5: Case Study Preparation (Mid-Semester Test)  
SA: Do I Have a Negative Attitude Towards Working in Groups? (online IV.E.1)  
SA: How Good am I at Building and Leading a Team? (online II.B.6)                                                            | Ch 8 & 9 Case Study on Wattle |
# COURSE SCHEDULE (continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Tutorial</th>
<th>Reading/Activities</th>
<th>Chs</th>
</tr>
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<tbody>
<tr>
<td>7 (1 Sept)</td>
<td>L7: Mid-Semester Test</td>
<td>T6: Case Study “Why Don’t Teams Work Like They’re Supposed To” (Ch 9)</td>
<td></td>
<td></td>
<td>Chs 1 to 7</td>
</tr>
<tr>
<td>8 (22 Sept)</td>
<td>L8: Leadership and Persuasive Communications</td>
<td>T7: Case Study “Using Social Media to Your Advantage” (Ch 10)</td>
<td>SA: What’s My Leadership Style? (online II.B.1)</td>
<td>SA: How Charismatic am I? (online II.B.2)</td>
<td>Chs 10 (282-284) &amp; 11</td>
</tr>
<tr>
<td>11 (13 Oct)</td>
<td>L11: Special Research Topic 2: Combatting Bullying in the Workplace</td>
<td>T10: Case Study “Bullying Bosses” (Wattle)</td>
<td>Articles on Wattle</td>
<td></td>
<td></td>
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<tr>
<td>12 (20 Oct)</td>
<td>L12: Organisational Culture, Change and Development</td>
<td>T11: Experiential Exercise “Rate Your Classroom Culture” (Ch 15)</td>
<td>SA: What’s the Right Organisational Culture For Me? (online III.B.1)</td>
<td>SA: How Well Do I Respond to Turbulent Change? (online III.C.1)</td>
<td>Ch 15 &amp; 16 (not work stress)</td>
</tr>
<tr>
<td>13 (27 Oct)</td>
<td>L13: Review of OB: Key Concepts and Issues</td>
<td>T12: Exam Question Preparation (Wattle)</td>
<td>Examination period</td>
<td></td>
<td>Weeks 6, 8 to 12 only</td>
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## ASSESSMENT REQUIREMENTS

### Assessment Tasks

1. **Tutorial Participation**
   All students are expected to prepare for the tutorial activities by reading the assigned activity (see Course Schedule) before the weekly tutorial. Tutorials begin in Week 2 with an all-class activity. From Week 3 onwards (Tutorial 2), students working in groups (pairs/triads) are expected to facilitate a 35 minute tutorial activity. Tutorial facilitation (10%) will be assessed by the tutor according to the following criteria:
   - Activity prepared? Materials evident?
   - Coordination of group? Are members working well together?
   - Is the class engaged? Was class feedback received? Was it given to the class?
Was the activity completed on time?
An overall mark will be assigned on the basis of satisfied criteria (0 = failed to demonstrate; 2 = very poor; 4 = below average; 6 = above average; 8 = very good; 10 = outstanding, met all criteria).

Students who do not attend at least 9 of the 12 tutorials will be ineligible to facilitate a tutorial and receive a participation mark.

All students will receive 1 week notice to prepare for a tutorial activity. Activities cannot be booked in advance.

2: Mid-Semester Test (Week 7)

A: Multiple Choice Questions

**Details of task:** 20 multiple choice questions (Text chapters 1 to 6)

**Value:** 20 marks

B: Case Study

**Details of task:** Two questions (Text chapters 3 and 4)

**Value:** 20 marks: Q1 (8 marks) and Q2 (12 marks)

3. Final Examination

**Details of task:** 4 from 8 short essay questions (Weeks 6, 8 to 12 of the course; lecture content, text chapters and Wattle articles Week 11). Further information about the structure and writing of essays will be provided in Week 13 of the course.

The timing of the final exam is scheduled by the central examinations of the university (not the course instructor), see: [http://timetable.anu.edu.au/exams/](http://timetable.anu.edu.au/exams/)

Applications for a Special Examination can be made with the appropriate form: [http://cbe.anu.edu.au/college/schools-centres/rsm/student-resources/forms/](http://cbe.anu.edu.au/college/schools-centres/rsm/student-resources/forms/)

**Value:** 25 marks each question

**Examination material or equipment**

Tutorial and/or Seminar signup

Tutorial registration for this course will be done via the Wattle course site during the first week of Semester. More information will be provided during the first lecture/seminar.

Workloads

The course is planned on the basis of 2-hour weekly lectures, and a 1-hour tutorial consisting of case studies, group work, and class discussion. Students taking this course are expected to commit at least 6 hours a week to completing the work. This will include:

- Reading the assigned text chapter(s) and attending/taking notes on the weekly lecture material
- Prepare for and actively participate in each scheduled tutorial (i.e. read and take notes on the assigned activity even when not facilitating the tutorial) Note students who do not attend at least 9 of the 12 tutorials will be ineligible to facilitate a tutorial and receive a participation mark.
- Commit to the completion of weekly Self-Assessment Library (SAL) questions as part of their private study

Prescribed Text and Reference Materials


Copies of the prescribed textbook are available on reserve in the Chifley library (two 2-day copies; one 2-hour copy).

Online materials

The online eBook and MyManagementLab gives access to the self-assessment library (SAL) and other resources, see: http://www.pearson.com.au/9781442561649. This requires access to the internet to use the eBook.

The eBook only: http://www.pearson.com.au/9781442561670. This is a Vitalsource eBook that can be download to 2 devices, e.g. a laptop and an iPad. This does not require the internet to read the text once it has been downloaded.

Online resources only with no eBook: http://www.pearson.com.au/9781442561717

Other reference materials

Finalisation of Marks and Grades

After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment:


The Director of the Research School of Management then forwards the marks and grades to the Executive of the College of Business and Economics for final approval.

SUPPORT FOR STUDENTS
The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/